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Wellesley College News

VOL. LIII. WELLESLEY, MASS., APRIL 5, 1945 NO. 21

Senior Prom Last Fling For '45 Before Generals

Senior Prom will be one of tbe most memorable nights of tbe year, according to Betty Ann Childs '45, chairman of general arrangements. Seniors have been working busily for weeks in order to guarantee a successful dance.

Since it is the last social event before the seniors must start to study for their generals and the last dance that the graduating class will have at Wellesley, Senior Prom has always had a very special place among Wellesley traditions. Best known of these is the tradition of little sister "Prom Maids." Less generally known is the tradition of special class patrons and patronesses.

In honor of the event the Well will be open all evening to serve tbe seniors and their dates. The general public, however, must leave at 9:30. Regular refreshments will be served at the dance.

In addition to the regular group pictures always taken by the photographer, seniors are planning to take individual candid shots.

It is expected that an extremely large percentage of the dates this year will be from Harvard, M.I.T. and other nearby colleges, because of the present travel conditions.

News prints below a list of Seniors and their escorts, as received from each house.

Claflin

Kate Senior, Gabriel Harry Lovett; Anne Waring, Walter Ditmars; Thora Westergaard, Lt. William C. Woods, U. S. N. R.; Marjorie Wheatley, Pfc. W. David Sohier; Marian Neal, Rafael Alfonseca; Nancy Webb, Cesar Paradelo-Malcolm; Faith Halfyard, Pfc. William Hopkins; Jane Kaickerbocker, Joseph Vargo; Sheila Murphy, Peter Stasso; Heather Sayre, Douglas Dryer; Peggy Storer, Pvt. Richard Hornberger; Kathryn Wolf, Pfc. James Alexander; Joan Welker, Howard Smith; Dee Stempf, George Docal.

Stone

Eadie Kynor, Bob Hicks; Alice Clarke, Robert Richardson; Marion

(Continued on Page 7, Col. 1)

Choir, Glee Club Unite In Concert

The Wellesley College Choir under the direction of Miss Margaret M. Maedonald and the Harvard Glee Club under the direction of Mr. G. Wallace Woodworth presented a joint concert of 16th, 17th, and 20th century pieces yesterday evening at Alumnae Hall, at 8:30 p.m.

The most important choir program of the year, the concert heretofore has been held in the chapel as the annual Spring Vespers. This year for the first time, the joint concert included many works by modern composers and was presented in Alumnae Hall. Soloists were Dorothy Rose '48, Charlotte Stone '48, Avery Leeming '46, Calliope Anes '45, Shirley Smails '45, and Hibbard James, Harvard, '45.

The modern songs included George Gershwin's "Love Is Sweeping the Country" and "Of Thee I Sing"; Irving Fine's "The Hen Party," "Caroline Million," "Pianola d'Amore" and "Design for October"; Aaron Copland's "An Immorality" and "Song of the Guerrillas" from North Star; Randall Thompson's "Alleluia," written for the Berkshire Festival, and a chorus from "Testament of Freedom"; and Gustav Holst's "Hecuba's Lament." Other compositions included two choruses from Handel's "Solomon" and three 16th century Italian madrigals.

Solo numbers for the Wellesley College Choir were "Hecuba's Lament," "An Immorality," and "Caroline Million." Harvard Glee Club solos were "Pianola d'Amore," "Song of the Guerrillas," and cho-

(Continued on Page 8, Col. 3)

Orchestra Plays Works by Bach, Schubert, and Mozart

Under the direction of Harry Kobialka, the Wellesley College Orchestra will present its spring concert in Alumnae Hall on Sunday, April 8 at 3:30 p.m. Lucile Wetherbee '45, concert mistress and president of the orchestra during the past year, will be guest soloist and will play the Bach *Concerto in E Major for Violin and Orchestra.* The violin concerto is one of Bach's greatest works, in which he combines simplicity and intricate design to produce a masterpiece of tone.

Lucile Wetherbee '45 with Mr. Kobialka

The orchestra will also play the *Unfinished Symphony* by Schubert and the Overture to Mozart's *Don Giovanni.* The *Unfinished Symphony, No. 8,* has only two movements, but is finished in every other way. Strangely enough, Shubert never heard this work performed, for it was never played until 42 years after his death.

Lucile Studies Violin 12 Years

Lucile Wetherbee, soloist in the Sunday afternoon program, is majoring in music at Wellesley and is a pupil of Richard Burgin, concert master of the Boston Symphony Orchestra. She studied violin for 12 years before transferring to Wellesley in her Sophomore year.

Mr. Kobialka has been conductor of the Wellesley Orchestra since the beginning of this semester. He is a graduate of the Longy School of Music in Cambridge where he now teaches. He also instructs at the Phillips Exeter Academy, and at the South End Music School. A capable violinist, he has appeared as soloist with the Salem Symphony Orchestra and has given concerts throughout New England.

The concert is open to the public.

Spitzer Talks On Importance Of Don Quixote

Dr. Leo Spitzer, German literary historian and philologist, will speak on "The International and Historical Significance of *Don Quixote* on Friday, April 13 at 4:40 p. m. in Pendleton Hall. The lecture is part of the program for Pan-American Day, sponsored by the Spanish Department, which will include an exhibition of water colors and drawings by Cuban artists at the Farnsworth Art Museum.

Dr. Spitzer is an authority on Romance Philology, and is especially noted for his critical study of Romanticism. Educated in Vienna, Paris and Leipzig Universities, he has been professor of Romance languages at Vienna, Bonn, Marburg, Cologne, Istanbul and Johns Hopkins.

Romanticism

Romanticism, according to Dr. Spitzer, is "an appropriate symbol, coined by language, which suggests an emphasis on emotion, on the irrational, and mysterious, the metaphysical, the Christian, the fatalistic, the historical." Dr. Spitzer does not believe that an idea in history is a separate element, but rather is always ready to merge with another idea. He does not think that a living idea can be considered apart from a movement or an individual.

Romantic ideas, Dr. Spitzer believes, spring from the feelings of a body which "enjoys the full display of its forces and takes pride in its individuality."

A prolific writer, Dr. Spitzer has published more than 50 articles during the past five years. He also serves as an advisory editor of *Modern Language Notes.*

Professor Fox Lectures Today

Professor Edward W. Fox, Assistant Counselor of Veterans for Harvard University, will speak for Forum on "The G.I. Bill of Rights," today at 4:30 in Pendleton. Professor Fox received his B.A., M.A., and Ph.D. from Harvard, and is now a tutor there in the departments of History and Literature. He is an assistant dean of Freshmen at Harvard, and worked for nine months in an administrative capacity in the Army Specialized Training Program at Harvard.

'46 to Discuss Prom, Election

A memorial for Betty Tueker, the Junior Prom, the class marching song and hymn, class elections, and caps and gowns will be the business at the meeting of the class of '46 in Billings Hall at 3:40 this afternoon.

To commemorate the death of Betty Tucker, their song leader for the last two years, the class will discuss and voto on the question of a memorial to her.

Virginia Groff, '46, chairman of the Junior Prom, scheduled for April 21, will give directions and diagrams for the grand march. Announcements will also be made about the tickets which will bo sold in the houses April 9, 10 and 11.

Barbara Chapline, new class song leader, will teach the juniors their new marching song, which they will sing for the first time on April 10 at step singing.

Judy Atterbury, class president, will discuss class elections, which began April 2. Results of the primaries will be disclosed at 1:40 tomorrow at Green and voting for the finals will progress from April 7 through April 9. Along with the class elections the class will elect tho honorary class members, one to be chosen from within tho college and one from outside.

Representatives of the cap and gown agency for next year, Elinor Peck, '46, and Eleanor Stone, '46, will ask tho class to decide about formal or informal collars. They will also announce the dates for the gown fittings.

Cohn to Stress Uses of Plasma

Professor Edwin J. Cohn, of the Harvard Medical School, who will speak in Pendleton Hall Tuesday, April 10, on his book, "Blood and Blood-derivatives in War and Peace," is responsible for experiments which may largely abolish the use of whole blood in transfusions. Professor Cohn's lecture, which will be illustrated by slides and demonstration, is open to the public and will begin at 8 p.m.

Professor Cohn, author of several articles on blood proteins, will tell of experiments with the therapeutic value of blood proteins and of the significance of these experiments for the future. His work, the results of which have been put into actual practice during the war, has been recognized by the *New York Times,* in addition to scientific magazines, as already vitally important.

In Professor Cohn's research, blood has been broken down into a number of fractions, each of which has a specific use; serum albumin, for instance, is used in treating wound shock, and will do the work of a considerably larger amount of complete blood plasma. Valuable to peacetime medicine will be his experiments with "globulins," which, injected into the blood, enable it to fight specific diseases.

A graduate of Amherst, Professor Cohn was an officer in the Sanitary Corps of the United States Army during World War I, and is now director of the Physical Chemistry Department of Harvard Medical School and an honorary consultant of the Medical Department of the Navy. The Lecture Committee of the Departments of Chemistry and Zoology will sponsor his talk at Wellesley.

FREE PRESS

To the editor:

I wish to make a plea for the student body to get into action immediately. Now is the time for us to organize ourselves to fight for the nonpartisan peace which we all know is mandatory, a peace embodying the wholehearted cooperation of the United States in an international security organization. I do not know what the policy of the administration is on matters such as this. I do know that an effective course is open to us which would help us fulfill our solemn responsibility in this matter. I urgently suggest that the students of Wellesley College, in conjunction with the students of all the other colleges and universities with which we are able to get in touch, petition as a unit of American public opinion our delegates to the San Francisco Conference to see that the United States is wholeheartedly and unselfishly behind the organization which will emerge from that conference. We are undeniably intelligent and well-educated, and if groups such as the one we compose sit back at this time, we will have only ourselves to blame for another World War. If we do not act now and the world is in distress again in twenty-five years, we will not be able to say to ourselves, "Well, I was in college at the time—what could I do?" The very least we can do, and still live with our consciences, is to write to our senators individually or collectively to let them know that efforts to hamstring such an organization will bring forth a storm of public criticism.

It seems to me that the first course of action cited above, the petition, is clearly indicated by events of recent years. If this war has demonstrated anything it is that the United States has a tremendous responsibility in the world community. And yet, though overt isolationism is finally dead, we must be aware that the forces of reaction and reservationism are gathering. Secondly, the recent national elections showed equally clearly that pressure groups, however good or bad, are an influential factor in our political system.

I have heard countless students complain that Wellesley is an ivory tower, while many others answer this argument by saying that we can all keep abreast of the times by reading a daily paper and contributing our spare moments to the war effort. It must be evident to all that we are now confronted by a world situation which affords us an opportunity to prove that though our effectiveness may not be great, we are willing to make an effort to contribute to world peace.

Respectfully,

'46.

Below is a tentative outline of a petition to the San Francisco Conference. For supplementation, transformation or suggestion, call Ginny Guild (Tower West) by Thursday night, April 5.

Petition

We, the undersigned students of Wellesley College (or as the case may be), hereby make known our interest in the whole-hearted participation of the United States in the general international organization which shall emerge from the San Francisco Conference. Since many of the issues which will be raised are not as yet formulated, we are unable to make detailed suggestions. However, since every provision discussed will doubtless produce a conflict between the long-range, international interests as formulated at Dumbarton Oaks — and the more immediate considerations of individual nations, we request the championship of the former by the delegates from the United States. We further ask that no narrow, nationalistic conditions be attached to United States membership in or United States cooperation with such a security organization.

NAME
HOME ADDRESS

Ed. Note: If this petition is accepted by Wellesley, it will be sent to Dean Gildersleeve of Barnard; it will be sent as a suggested form to other colleges, and USSA as a suggestion to each of its chapters.

Factual Statement by Ginny Guild '46, President of Forum, on the San Francisco Conference

The international security conference will be held in San Francisco, California, starting April 25. Britain, Russia, the United States and China joined in sending out invitations to the governments of thirty-nine nations. The prerequisite to an invitation was that the nation must have declared war on Germany or Japan by March 1. Former enemies of the Allies, however, such as Italy and the Balkans were not invited. Heretofore, post war international security plans have been discussed by the Big Three (at Yalta) or the Big Four (Moscow pact, Dumbarton Oaks). This will be a conference of the world community.

The purpose of the San Francisco conference is to establish the plans for a permanent co-opera-

(Continued on Page 3, Col. 1)

Barn Introduces Heads, Officers for New Year

Barnswallows' newly elected committee heads and officers were introduced to the members of the organization at a tea in the Rec. Building on Thursday, March 29, from 4:00 to 5:30.

Committee heads for 1945-46 are as follows: Business Manager, Nickie Passburg '46; Costumes, Puss Woodward '46; Design, Eve-

(Continued on Page 7, Col. 5)

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A COURSE OF ACTION

A member of the Wellesley student body has challenged our inept Do Nothing attitude concerning our country's participation in world peace. She has made the plea that Wellesley assume leadership in giving effective form to student opinion in colleges and universities throughout the nation. This is perhaps the first concrete opportunity which has been presented to us as a group of young citizens who must sooner or later bear the responsibilities of our privileged position among the more highly educated. Wellesley students are being asked to support a petition which will go eventually to a delegate to the San Francisco Conference. There surely cannot be any student who will fail to make a special effort to declare herself in favor of an international viewpoint.

Within the next few weeks the specific issues to be settled at San Francisco will become apparent. As this occurs, it is incumbent upon every signer of this petition to come to some decision about these questions. Many of the facts which are really needed will of course not be available. But we can and must bear in mind the fundamental principles which ought to direct the peace efforts.

Silent thinking carries no weight. At the least we must urge our delegates to commit our nation to an international order. A petition may seem to many of you to be a mere gesture. But now, before the Conference begins, is precisely the constructive time to voice an opinion, rather than waiting until the delegates have gone home. And perhaps it was the want of such "gestures" on the part of the Wellesley student body in 1918 which gives such an ironic note to the following excerpt from a Wellesley College *News* editorial printed on November 28, 1918:

"We have a moral obligation to be intelligent. If we do not know clearly what we want the peace delegates to strive for, and if we do not get behind our convictions with the soldier's fervor and courage in the next months, we are guilty of having indulged in war for its own bloody sake and not for the sake of an idealism that used it as a desperate means towards the gracious end of justice and peace."

ROOM DRAWING

Now that room drawing time is here, upperclassmen sigh with relief, "Thank fortune, we don't have to go through that again." By "that" they mean the intrigue, the plottings, the hurt feelings that seem inevitably to accompany room-drawing. Everyone approaches the problem grimly as if it were really important.

It is important. It is important to be with the friends one has made during Freshman and Sophomore years. The college recognizes this by permitting us to move in groups. When we choose our groups, let us remember that it is impossible to move the whole house. But at the same time, we should like to put in a plea to include the girls who expect to move with you. An extra girl will not ruin your fun, and it is an awful feeling to be left stranded. On the other hand, if you have not yet met the kindred souls who will be your lasting friends, perhaps it would be wisest not to move with a group of people you don't really care about, and thus build up a barrier against the friends you might meet next year. In such a case, it is usually preferable to move alone. Wherever you go, you are likely to find congenial people.

There is no insurmountable reason why room-drawing should be such a nightmare for all concerned. But fear of drawing a high number, or worse, of being left out, is contagious and soon the whole class is down with it. It can be overcome if each of us keeps her head and heart about her.

LET'S PLAN OURSELVES

The newspapers indicate that business and industry and the government are planning for the period after the war in Europe. The end of this phase of the war is at least nearing. It is difficult for any of us to plan for the unpredictable post-war future. This is, however, the time for us to take stock of ourselves. The future is demanding of us an increasing alertness, a thorough maturing in our present years of college.

The future carries a double problem for each of us, a problem of world responsibility and of individual living. We at college realize that our generation is going to receive part of the responsibility for establishing the peace. We will vote, we will attempt not merely to think, but to express our thoughts and to act on them constructively. We can strive now to be aware of this coming responsibility, to discover and organize our aims for the national and international order. Meanwhile we will attempt to direct our individual lives and choose our occupations with understanding for what we really want. We must be able to adjust our plans as events demand.

As a war generation, we are all somewhat politically conscious. In developing our goals, let us base our political consciousness solidly upon facts and thinking. If we listen only to news broadcasts without reading the papers, if we merely read front-page headlines, we are only skimming events of the world without giving ourselves an opportunity to think. Opinions in books and magazine and newspaper articles are not infallible, but they make us think. If we are thinking we will find and recognize points of view that we can support. From this we develop our own ideas and ideals.

As we discover and organize ourselves in reference to the world about us we are maturing. In the near future we will all be confronted constantly with unpredictable events. If we are not going to bounce with shifts in conditions, we must have established aims and standards which persist through changing conditions. In our democracy, not only theoretically, but actually the attitude of the people determines the actions of our country and so of the world. Let all of us remember to do what planning we can for the future. We cannot plan our lives, but we can plan ourselves. We will try to think, to find our own attitudes toward the world and toward our place in the world, and to set up steady, thought-out goals. Then when the demand comes for us to participate we will be able, and when disappointments happen we will adjust, not abandon, our ideals.

Beyond the Campus

by Ginny Guild, '46
President-elect of Forum

In all the hue and cry over the potential antagonism between the veteran and the war worker, both thrown out of work and forced to compete for the reconverted jobs, what seems to me to be an equally serious dilemma is shyly avoiding the public eye. Many young farmers have not been drafted. They have been too much needed at home producing the wherewithal to keep us and their friends in the army alive. They have been doing well, buying up land, establishing modern, efficient farms and getting experience that will give them a head start in post-war agriculture. Out of the army will come boys who were also brought up "down on the farm" and who, despite Paris, will want to go back there. They will face a fully expanded farm economy which will not have to make the wholesale reconversion to peacetime production that industry will. That is, the soldiers don't stand a chance here to grab something in the reconversion shuffle. They will find that the boys who stayed at home own the land and the equipment to continue along the road they are now on. A thousand dollar loan won't help much. The veterans can work as farm hands, become tenant farmers or look to the smokestacks of the city. These are not happy alternatives for the product of an individualistic, agricultural society.

Argentina Again

So, Argentina has finally sidled up along with the rest of South America in the war against the Axis. It is far past the time when we would have shrugged our shoulders and remarked testily, "Well, it's about time!" Her declaration of war was a month over the deadline set at the Yalta Conference as the prerequisite for a pass to the gathering at San Francisco. Her declaration of war can hardly be regarded as wholehearted. The Farrell government has indicated Fascist leanings in other ways, in connection with the press particularly. She has never really cooperated with the rest of the South American nations, and her reluctance to preserve hemispheric solidarity has been especially pointed during the past three years.

We needn't glance too lightly upon this small, recalcitrant nation. She is the most advanced industrially of all of her group down there. She is in the dominant position economically and, necessarily, politically. She can break up any misty dreams the rest of us may have for Pan-Americanism. This point can be illustrated by the attitude of the small nations in the geographical vicinity of Argentina who proved hesitant about joining the Allies because their economies were so vitally linked with that of Argentina. Bilateral trade agreements, the control of a river, and the dependence of raw material producing countries on industrialized, manufacturing Argentina colored the politics of her neighbors. We ought to demonstrate to Argentina that we know she isn't fooling herself, that she isn't fooling us, and that we won't fool with her. Monstrosities such as Nazi Germany loom up because of slippery, meaningless formalities of polite diplomacy. For one thing, of course, she shouldn't come to San Francisco.

The San Francisco Conference may be receiving slurs from this cocky nation to the south who won't R.S.V.P. by the time we ask her to, but here also, *The Chicago Tribune*, nestling comfortably in our nation's very bosom, snipes at it, spreading the gospel that it is "an organized campaign to make the world safe for communism, under the pretense of guaranteeing peace."

Free Press

The Editors do not hold themselves responsible for statements in this column.

All contributions for this column must be signed with the full name of the author. Initials or numerals will be used if the writer so desires.

Contributions should be in the hands of the Editors by noon Saturday. Owing to space limitations, letters should be limited to 200 words.

Better Diet

To the *Free Press:*

After the physical examination given this past week to the Junior Class an alarming fact has come to general notice. It seems that too great a number of girls are anemic; in fact, out of a group of eight girls six were found to have a hemoglobin count below eighty. In discussing the matter we have discovered that this malady is not unusual. It seems strange that girls of our age and opportunities for good health should be so lacking in "red blood." We think it is appalling. Particularly is this true when most of us came to college with a normal blood count.

Today probably one of the greatest contributions we can make to the war effort is to give blood. Yet, many of us cannot. We are not able.

Why has this situation arisen? We are no food experts, but we feel that the weekly series of meals served at Wellesley does not contain enough of the proper blood building elements—iron, minerals, etc. We fully understand that red meat is almost impossible to obtain, particularly in large quantities. Still there seems no reason why green vegetables which contain these elements are not served more often. Also we realize that the necessity of cooking vegetables in "mass production" lessens the chance of their being perfectly seasoned. However, it does not seem reasonable that at the few times each week that we do get green vegetables they should be so overcooked that all blood building elements have gone up in steam. At this point it might be well to add that we do eat all the food put on the table. As a suggestion why don't we have spinach or string beans, in addition to lettuce, more often? Certainly they are inexpensive, almost as inexpensive as potatoes and as easy to cook. Or what about beet greens?

Two Juniors.

Wellesley is Beautiful

To the Editor:

Have you been rather annoyed throughout your college career by the frequency of such remarks as: "Yes, it is perfectly beautiful here, but you won't appreciate it until after you have left." We do appreciate the beauty, but perhaps the authors of such remarks are deceived by certain factors which indicate a lackadaisical attitude. Before the war there existed a crew of men at Wellesley whose entire duties consisted of keeping the grounds free from paper, bottles, and anything else a careless student might drop, but since these men are now in war work and since Wellesley women really are capable of keeping their campus neat, this crew is a thing of the past. This Spring the Administration has noticed an increased carelessness in the appearance of the grounds, which is noticeable to observant students and visitors. We have been particularly negligent in the regions near the Well and near El Table where the litter is most unattractive. Certainly we realize that many factors in the college community are more important than the college grounds, but we are also aware of the fact that Wellesley's campus is a joy to all who see it and therefore worthy of being kept at its best.

But keeping the campus tidy is only half the job—the other half concerns those extra short-cut paths which somehow appear as soon as the snow has disappeared. It does look collegiate to wander over the greens, and it does seem that the college was located in this spot so that its students might enjoy the natural beauty as they see fit. These bare spots do, however, detract from the appearance of the campus. We are definitely not striving for formal beauty, but the grounds were planned for both convenience and charm. Lengthen the walk and strengthen the stalk. All right, all right, but tis Spring again and now more than at any other time we love to have guests. Let them know that we love it here, that we are proud enough of it to use care and thoughtfulness to keep it beautiful.

Janice Russell, 1945
Head of Grounds Committee.

Medical Treatment

To the Editor:

As a Junior I have recently taken the medical examination of the hygiene department, and it occured to me then that some attention should be called to what I consider a very unfortunate attitude on the part of the whole medical staff of the college.

Students are forbidden—during the course of the physical—to look at their medical histories, and it seems to me that the examining

(Continued on Page 8, Col. 2)

Ellen Lin, Chinese Grad Student, Spent Three Years Escaping Japs To Study Education at Wellesley

by Angie Mills '47

"For four months I travelled the Burma Road, just one jump ahead of the Japanese," Ellen Lin, a Wellesley graduate student, relates. Today seated peacefully in her Cazenove room, Mrs. Lin told how she did it, recalling her experiences in China, Burma, and India since the start of the Sino-Japanese war in July of 1937.

In 1941 she received her diploma from the South West Associated University in China, where she majored in history. With hopes of getting passage to America where she could continue her studies, she went to Rangoon. American immigration laws, however, proved to be the main obstacle, and, unable to get a visa because she lacked vouchers from two American sponsors, Mrs. Lin took a job with the Tung Oil Company in Rangoon.

For six months she worked with this company, engaged in exchanging tung oil for gasoline with the United States. Meanwhile the Japanese were closing in. Three days before the fall of Rangoon, on January 23, 1942, Mrs. Lin and others of the company were forced to flee by truck to the North Burma city of Lashaio, an important center situated on the Burma Road 900 miles from Rangoon.

In Lashaio Mrs. Lin resigned from the Tung Oil Company and started working with the Yunnan-Burma Railway. "One morning," she recalls, "we were told that we must leave at two o'clock that afternoon. We couldn't take anything with us, and we had to burn all the equipment before we left so the Japanese wouldn't be able to get it." Then, with a caravan of 700 trucks carrying supplies into China, Mrs. Lin began the most hazardous part of her journey. "I had complete charge of the material on one of the trucks," said Mrs. Lin; "the driver was not responsible for it and if anything was lost it was up to me to report how it was lost."

Without food or extra clothing, and continually in danger of air raids, Mrs. Lin and other members of the Railway Company were forced to retreat steadily towards the Chinese border. For six days and six nights Mrs. Lin remembers remaining in the truck, her only food powdered milk. Their progress was delayed by stops at small villages along the way, always hoping for better news that would enable them to return to Lashaio. Altogether they spent three months in the region of the Sino-Burma border until they were finally pushed all the way into Kunming—900 miles from Lashaio.

Mrs. Lin's trip to America had been delayed a year, and she was right back where she started. "But my ambition was to study in the United States," she smiled, "so in the summer of 1942 I flew to India to try again for passage." For a year she waited in Calcutta for a visa, supporting herself by running a Chinese tailoring shop which provided theatrical costumes for a near-by Chinese military camp.

When the immigration laws were changed in the winter of '43, she was finally able to get her visa. After receiving her visa she went to Chungking to be married and left for America in the early months of 1944. Her husband, a lieutenant-colonel in the accounting branch of the Chinese Army, is still in Chungking.

Mrs. Lin arrived in the United States in May of 1944 and entered Wellesley in August. She plans to do further graduate work before returning to China. Because the need for schools and teachers in China is so great, she hopes to help organize a school and to do some teaching in history when she gets back.

Captain McAfee Leads Services For Miss Hazard

Memorial services for Miss Caroline Hazard, for eleven years president of Wellesley, were held Sunday, April 1, at 4:30 p.m., in the chapel. Captain McAfee, who came from Washington for the occasion, led the service.

Miss McAfee opened the service by reading a prayer written by Miss Hazard. The choir sang three numbers: "Holy, Holy, Holy," by Tschaikowsky; "Oh Lord, Increase My Faith," by Gibbons; and "I'raise to the Lord," an old German hymn. Miss McAfee's reading of favorite Bible verses of Miss Hazard's was followed by organ music.

Miss Hazard's contributions to the college were enumerated by Miss McAfee: her work toward the beautification of the college, the numerous gifts which she presented to the college, such as the Browning letters and Oakwoods. Calling her the "gracious lady of the world of arts and letters," Miss McAfee read extracts from a statement by the Board of Trustees and a faculty committee, at the time of Miss Hazard's resignation.

The choir sang "Ave Verum" by Faure, "Let Thy Mercies Come Also Unto Me" by Davis, and "Give Ear, Oh Lord" by Schutz to close the memorial service.

Miss Hazard, who was the fifth president of Wellesley, died March 19.

Identity of Iron Women On Libe Steps Revealed

by Patti Wood '48

You may know that Eliot House was, before 1886, a dormitory for factory girls, that Galen Stone Tower is 182 feet high, and that the carillon contains thirty bells, but we now present you with a real problem. What and why are the two statues on either side of the library entrance?

Specifically, they are (from left to right) copies of the Hestia Giustiniani and the Lemnian Athena. And now, after that enlightening bit of information—unless you are an Art major and are smugly telling your roommate that you "knew it all the time"—you are undoubtedly still wondering about the what's and why's of the two statues.

Date for Non-Art Majors

Called Hestia Giustiniani because it was once part of an art collection belonging to a nobleman named Giustiniani, the original of this statue is now in Rome and is supposed to have been the work of Kalamis.

The original of the other statue, the Lemnian Athena, was done by Phidias and was dedicated on the Acropolis of Athens by Athenian colonists who had received free lands in Lemnos. Discovering in Bologna the head of a statue which tallied with descriptions of the Athena, and combining this head with other remains, Professor Furtwangler is thought to have constructed the first accurate reproduction of the original statue.

Gifts of '87 and '88

Athena was, most appropriately for a library entrance, goddess of wisdom, while Hestia (note for all wives) was goddess of the hearth and of domestic life and happiness. Both statues were presented by alumnae as twenty-fifth reunion gifts. In fact, the Athena was placed on the pedestal where it now stands during commencement in 1912. The following year the class of '88 decided to make a similar gift and the Hestia was selected by the Art department as the statue which would best balance the Athena.

Voice Students Giving Recital

Twelve voice students will present an annual recital in Billings Hall next Wednesday, April 11, at 8 p.m. in which they will sing selections representative of their year's study with Madame Averino. Madame Averino expressed her pleasure that so accomplished a pianist as Verona Durick of the Longy School of Music in Cambridge will be the accompanist.

The soloists include Phyllis Clark '47, Julie Hornady '48, Mary Lattin '46, Martha Richardson '46, Charlotte Stone '48, Sarah Jane Manley '45, Barbara Chaplin '47, Katharine Walley '48, Ellen Moore '47, Jean Turner '46 and Calliope Anes '45. The program will be widely varied with songs by Brahms, Schubert, Mendelssohn, Faure, Debussy and arias by Tschaikowsky and Mozart.

Visiting Priest Will Discuss French Ideas

Reverend Father J. V. Ducattillon, O.P., will discuss "La Conception Francaise de la Civilisation."

Before the war, the speaker, a Dominican, preached during Lent at Notre Dame de Paris. This year he gave the Lenten Sermons at the Church of St. Vincent de Paul in New York.

Father Ducattillon has written "Le Vrai et le Faux Patriotisme," "L'Homme et le Peche," "La Doctrine Communiste en Regard de la Doctrine Chretienne," and "Quand le Monde Oublie Dieu."

A. A. NOTES

Basketball

The basketball supper last Monday night followed by the All-Star game climaxed the season of house basketball. The inter-dormitory series finished with the games a week before with Davis and Beebe tied for first place.

Swimming

After a long and bitter struggle, Little House triumphed in the house marathon, with Noanett a close second. The winning average was 136 lengths per person and the second 84.

Last Thursday at 7:30 various college "stars" performed in the swimming and diving meet. These events, open to members of swimming classes, the Swimming Club, or the marathon included the 25 yard crawl, the 25 yard back crawl, the 25 yard breast stroke, the 50 yard free style, the 100 yard free style relay, and a diving contest.

This meet was open to the public.

Forum Examines Empire Problem

"Social and Economic Problems of the British Empire" were discussed by Alice Birmingham '46, Peggy Keeney '47 and Tara Pandit '47 on Tuesday, April 3, 7:30 p.m. at an open discussion meeting of Forum and the Faculty Committee on Post-War Problems.

Alice Birmingham discussed problems of colonial labor, education, health, agriculture, and social adjustment in Africa, which includes eighty percent of England's colonies. She maintained that "while the $5,000,000 annually donated by the British Treasury towards these problems under the Welfare Act of 1940 is greatly furthering African colonial development, it will be a long time before the colonies, given their freedom, will be able to sustain exploitation from without."

Tara Pandit spoke on India's post-war problems of industrialization, health and education. Peggy Keeney discussed the Union of South Africa, with particular attention to the mining and native problems.

WBS Will Give Quiz Broadcast For War Relief

"Truth or Consequences," the WBS program for the benefit of Greek War Relief is planned for Friday, April 133, at 8:00 p.m. in Pendleon. This program was originally scheduled for April 3, but because of conflicting programs the date was changed.

The time of the Campus News spot has also been changed from 7:40 to 7:15 in order to start the evening's program with the daily happenings on campus. This change in program time is in accordance with the plans of the Radio board for better and more efficient broadcasting. According to Marie Bransfield '46, Head of Radio, the heads of the various committees will be production managers for every night of the week. In this way they will be in closer contact with the actual production of the program for that particular day.

Frisco Conference

(Continued from Page 1)

tive organization for peace. It is not to settle the peace treaty. It is hoped to avoid the last war's mistake of incorporating the League of Nations Covenant in the controversial Versailles treaty. Discussion will be held rigidly to the mechanism of the post-war international organization, using the agreement at Dumbarton Oaks and the supplements furnished by the Yalta conference as the sole basis for consideration. The conference will be open to the press, radio, movies and "stills."

The delegates from the United States are Edward Stettinius, Secretary of State; Representative Sol Bloom, New York City; Dean Virginia Gildersleeve, Barnard College; Senator Tom Connally, Texas; Commander Harold J. Stassen, Minnesota; Senator Arthur Vandenberg, Michigan; and Representative Charles A. Eaton, New Jersey. The Secretary of State has assured the delegates that they may each act independently.

Tickets for Tree Day are Now on Sale at the Ticket Booth. See Index Board for Hours.

Oils Featured In Art Museum

Paintings representing a variety of art schools are now on exhibit in the Wellesley Art Museum. Most of the collection was lent by the Fogg Museum and the Boston Museum of Fine Arts. An early Corot owned by Wellesley and an anonymously lent Derain landscape complete this exhibit of thirteen works.

The exhibit was compiled to illustrate types of art studied in four courses offered by the department: Painting of Northern Europe, Renaissance Painting in North Italy, Post-Renaissance and Modern Art, and Medieval, Renaissance, and Modern Art.

The most striking canvas is a slightly over life-size "Saint Sebastian" of the Caravaggio School. For over a hundred years this was accredited to Caravaggio himself as was "The Card Players," now also recognized as the work of one of his leading pupils.

The Wellesley Corot was hung to contrast with a later Corot. According to members of the department, the Wellesley painting is now considered the finer of the two.

There are two early Dutch portraits, three modern French works, one early French scene similar to a Poussin and several Italian paintings. The exhibit, open to the public, will continue until April 10.

Students Talk At Open Forum

"Will Russia and the United States Cooperate in a Post-War World?" is the topic of an open forum which will be held by students of the course in public speaking, Wednesday, April 11, at 4.40 in Room 444 Green Hall.

This forum is the second open discussion which the class has held this semester. In February they presented a round-table discussion on the question, "How Can German Youth be Re-Educated?"

Participating in the forum are Patricia Kennedy, '47, chairman; Barbara Blick, '45; and Elizabeth Ball, '47. The public is invited.

Holiday Dates Are Subject of Math Club Talk

"The Jewish Passover and the Christian Easter" was the topic of a lecture by Professor Bancroft Brown, Head of the Mathematics Department of Dartmouth College, to the Mathematics Club, March 30. Professor Brown explained that the dates of Passover and Easter are calculated mathematically, based on the formulae of Clavius.

The dates of Passover and Easter do not coincide, he explained, because the early Christians wanted Easter acknowledged as a separate holiday. To distinguish Easter from Passover the former was observed on a Sunday, a day on which the Passover, according to Jewish Law, can never be kept. The early Christians arranged to have Easter always precede Passover. Mr. Brown believes that in the near future a fixed date for Easter will be established, probably on the second Sunday in April.

Mr. Brown's speech was preceded by a dinner with the Mathematics Department and the officers of the club.

'44 Holds Reunion

The class of 1944 will have its first reunion Tree Day weekend, April 14. All planning to attend should immediately notify Rosamond Gethro, 15 Katherine Road, Watertown, Massachusetts.

Entertainment will include a performance of Tree Day on Friday night, April 13, at 8:30 p.m. After dinner in the Recreation Building at 6:30 on Saturday night, April 14, movies of '44's Freshman year, taken by Rosamond Gethro and Connie Smith, will be shown.

Fibsets IN WELLESLEY

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Synthetic elastic girdle that

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What a boon to busy girls! A curve hugging girdle that's soft as a kitten's ear. See it in blush in small and medium sizes.

Student Education Report

Ed. Note: The remainder of the Student Education Report is printed in this issue. In order that a complete copy of the report will be available, reprints will be enclosed in a forthcoming edition of News.

II. CURRICULUM.

A. Recommended Courses. We recommend that the following courses be included as requirements in the curriculum of each student. We feel that a course in each of the fields enumerated below makes a unique contribution to the development of the liberally educated individual. These courses are recommended as a substitute for the present plan of group distribution. We do not believe that a specific course in these departments should be required, but that with careful advising the student could select that course which would most nearly meet her interest. We suggest that the departments re-examine their courses with the aims we have stated in mind. We do not specify the years when these courses be taken, but we recommend that the history course and one science be taken during the freshman year, and that the Bible course be retained in the sophomore year.

1. Biblical History.

2. Contemporary Social Science: Economics, Sociology, Political Science. In order to fulfill her role as a responsible participant in the contemporary world, it is essential that a student understand the theories and practices which men have evolved to govern their social, economic, and political life.

3. Expression: Music, Art, Literature. Study in the field of expression has a two-fold purpose. One is to acquaint the student with our heritage of recorded thougbt, and to develop in her a sense of aesthetic judgment. Of even greater importance is tbe presentation of this heritage as it expresses the thought of the period of its creation, thereby awakening the student to a sharper consideration of the close interrelationship between thought and creative action.

4. History: A study of history, of the success or failure in acbieving that to which men aspire either individually or as social groups, helps the student to develop a temporal perspective essential to accurate and independent tbinking. A knowledge of the nature of human problems and of their continual recurrence gives the student not only a clearer understanding of herself, but also of the role she must play as a responsible member of a society still torn by age-old conflicts.

5. Philosophy. Study in philosophy is recommended to acquaint the student with the necessity of logical examination of the fundamental premises upon which are based all other fields of human activity. It is felt that such systematic consideration can best be stimulated by a study of major philosophical prohlems as they have been formulated and discussed by eminent thinkers throughout history. For this reason, we consider an understanding of both method and content of philosophical study to be of equal importance.

6. Practical Writing Techniques. A careful study of words, sentences, and paragraphs will help a student to express her thoughts with precision and accuracy. We believe that the techniques developed in learning to handle source material are secondary. This course should constitute three hours of the work of the first semester of the freshman year.

7. Science. Inclusion of the sciences is recommended primarily to acquaint students with the scientific method, namely, sustained observation of natural phenomena and the conclusions which can be drawn on the basis of this observation. More important than the learning of a laboratory technique is the method of thinking scientifically which emphasizes logical reasoning. The practical techniques and bodies of material, while of especial importance in our technological society, are felt to be secondary to the main purpose of understanding science as a particular branch of intellectual inquiry. Two science courses should be taken, either both of a., or one of a. and one of b.

a. An introduction to biological or physical science. 1) The first semester to be a general study of the underlying principles of biological or physical science.
2) The second semester to be a course in a specific science: Botany or Zoology, Chemistry or Physics.

b. Astronomy, Geology, Geography, Mathematics,

B. Miscellaneous:

1. In order that students may have an opportunity to examine the nature of liberal education at the beginning of their college course, we suggest that a course similar to Education 200 be made available to freshmen. We feel that examination of tbe problem of learniug early in the college curriculum will make the entire college course more significant.

2. Speech.

a. We would require remedial speech for only those students who need individual and remedial attention.

b. We recommend that more work in the Speech department be devoted to extemporaneous speaking in order to aid the student in developing the ability to express her thoughts vocally.

3. Hygiene.

a. We feel that the scope of Hygiene 120 is too great to be treated adequately in a one-hour course. Mucb of the material wbich the course endeavors to cover now is of a highly technical nature and properly belongs in a course in Biology. We recommend that a series of lectures be given througbout the course of the year to the freshman class on only tbose subjects which are of iaportance and interest to them. Such lectures would include such subjects as the following·

1) Common health precautions.
2) Public health problems.
3) Mental hygiene.
4) Sex.

b. We feel strongly that sports should be pleasant recreational activity. The present stipulation that classes be made up before an anticipated absence, tbe neeessity of making up an hour missed because of illness, and the general regimentation which prevails in the Hygiene department makes atbletics a tedious requirement to many. We feel, furtbermore, tbat the interruption of a free afternoon in a crowded fresbman or sophomore schedule should be avoided.

4. Practical Music. We think that an explanation is in order as to why practical music is not given credit when practical art courses are.

5. One-hour Courses: We reeommend the elimination of oae-bour courses from the curriculum beause such courses, through their infrequent meetiags and tbe small amount of preparation demanded by them render tbem almost valueless to students.

C. Honors: Honors work should be made available to a larger number of students. This would entail more emphasis on student interest rather than on scholarly research at graduate level. The junior reading program, recommended in our section on the Plan of Concentration, would facilitate development of interests which could be channelled into an honors project for senior year. It is felt that only one type of bonors program should be permitted. We recommend that this plan follow the general plan of "Honors in a Special Field" in that it sbould award six hours' credit in the major department thus reducing the actual number of courses taken at the time. A thesis should be submitted and an oral examination taken in which the student would be examined on the work of ber thesis and the work in ber department of concentration. The award of *cum laude*, *magna cum laude*, and *summa cum laude*, or similar awards, should be given based on the merit of the work.

III. THE PLAN OF CONCENTRATION.

The Committee sent letters of inquiry to senior majors in every department asking for a critical evaluation of each field of concentration with particular reference to:

1. Relation of the field to liberal education.
2. The degree of specialization in each field.
3. Related courses.

We submit the following summary of these letters.

In general, students report that they consider 24 hours not only adequate but advisable for any major. All realize the value of work in "related fields;" many advocated an increased emphasis on them. The trend on interest is away from a specialization; specific comments on the various departments offer suggestions to reduce present restrictions wbieh prevent a broader approacb.

Advocate 24 Hour Majors

Of the letters received, tea considered 24 hours a desirable major; one did not. The Musie department at present requires 36 hours of work as a minimum requirement, apparently in specifie courses; it is interesting that the Musie major advised that two majors in Music be available to overcome tbe present conflict between "musicians" and "the musically inclined." The Cerman major feels that more than 24 hours is important since the courses "are too good to miss," and one "should know as much about her major as possible." The Economics major stated that although most students take more than 24 hours, that amount is sufficient. 24 hours is a bare minimum in Math, but more than 30 is not advised. The Lit major would prohibit any requirement in excess ef 24 hours in favor of greater "flexibility." The Comp major is already restricted to 24 hours by the department, which is deemed "praiseworthy." Bible, Psyebology, and Physics apparently consider 24 hours ample time for concentration. The French major pointed out that the 24 hour minimum had permitted her to carry another complete major, equally important to her. The Phil major thinks 24 hours is sufficient, but points out that most majors would like to take more because each additional course increases breadtb of understanding rather than the narrowing tendency which leads to specialization. This sentiment was echoed by the History major.

Stress Related Work

It is felt that most of the departments recognize the value of related courses. Cerman majors are required to take two language reading tests, and two history courses are strongly advised by the department; the student berself recommends Philosophy and Shakespeare. In Economics, correlation with Political Science, Geography, Math and History is stressed by the department. Literature majors are directed toward Art, Music, Philosophy, languages and social studies. English Composition requires a second or third-grade course in Literature. The Psychology major would prefer a requirement of 24, not just 18, hours of related work. Sociology and Bible majors had no comments to make about related work.

Ceneral comments on the major departments were offered. Tbe German major has a small department, with congenial and informal guidance which supplants any set plan of direction. Eacb major is required to study under every teacher in the department. The Bible major thinks it wise that Creek and Hebrew are not required; she likes the suggestion of the department of 204 and 305, but recommends that 305 be taken senior year. Sbe wants to require Cburch History, and suggests also courses in comparative religions and world missions; she thinks 306 a valuable requirement. Tbe Economics major wants the seminar in Current Problems opened to every major in the department. The Literature major considers the prerequisites for advanced courses unnecessarily prohibitive, botb for majors and for interested nonmajors. The Physics major cites the colloquiums as fulfilling tbe need for informal discussion; she would like to see research projects in which students could participate.

Left to Right: Doris Powers '45, Ann Hartman '47, Patricia Kennedy '47, Kay Sears Hamilton '46, and Hattie Brown '45, chairman.

Change in Emphasis

Some change in empbasis of courses was advocated. The Art major is insistent that Art ought to be studied as the expression of ideas, with more attention paid to the ideas than to the details of technique. The Frencb major says that French majors cannot speak French, but offers no remedy. The Political Science major sets fortb a required humanistie program for the entire freshman and sopbomore years. The Psychology major feels that distribution requirements ought to be stiffer, with special attention to Education and Philosophy. She would reorganize the introductory Psychology courses. The Sociology major had no criticisms to make of her department.

The Cerman major advocated more specialization, but others disagreed with her. The Literature major strongly opposed furtber specialization. The Economist stressed the value of an understanding of broad underlying principles and problems. Tbe English Composition major hopes we will advoeate less specialization, and wants a general survey of tbe main fields of human endeavor with the major occupying a secondary place. The French major took an entire major in English Composition also. The Physics major pointed out that her field loses its value out of the liberal arts eontext, for concentration should not mean isolation.

On the basis of this summary and our subsequent discussions, the committee makes the following suggestions:

Summary of Suggestions

1. The explicit fear of overspecialization combined with interest· in work in related fields indicated a desire for inter-departmental majors, and Ceneral Examinations wherein work in related fields may be used.

2. The general interest in a humanistic approach indicates that this approach should be more universal.

3. 24 hours should be considered an adequate and not just a minimum major. There should be more careful supervision of work in related fields; at least 12 hours in one department in the related field should be required. A stadent should be encouraged to use work from her related field on her General Examination in broad application.

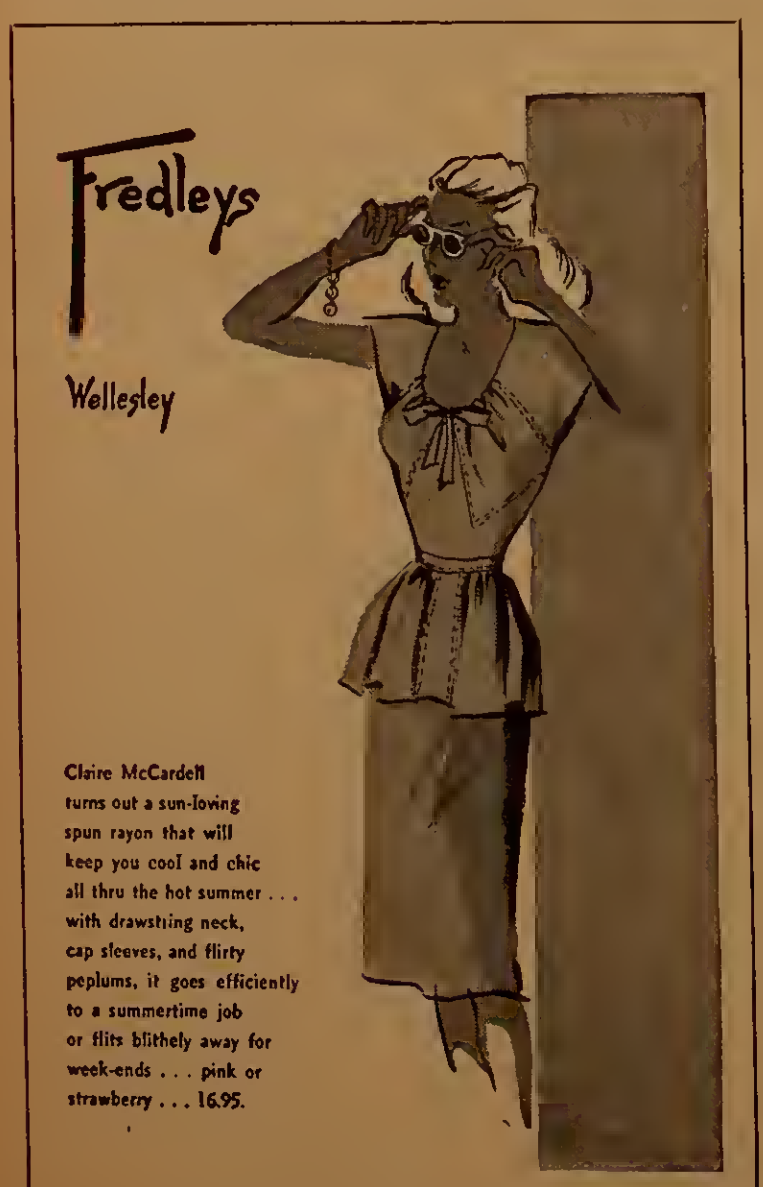
4. We strongly recommend that at least three hours of an individual reading program be carried out in tbe junior year in close consultation with a professor in a student's department of concentration. This reading program would be undertaken in order to help the student to fill in gaps in ber field of concentration and to give her an opportunity to read more iatensively in areas which have been of special interest to her.

5. Introductory courses should emphasize the broad correlation of ideas; advanced courses should offer opportunity for intensive study in one particular problem.

IV. THE ACADEMIC PROGRAM OF EACH YEAR'S STUDY.

The Committee agrees tbat study at Wellesley has become a burden. We are fully aware that this is in part due to the fact that ours is a war-time college generation. We feel, however, that tbe college should take account of the tensions under which students of military age live in war-time. While we have no desire to lower the academic standards of Wellesley, we feel that the tension under which students work must be reduced. We make the following suggestions to achieve this end.

A. The College Calendar Year. We feel tbat the shortening of the fall semester necessitated by ending the first semester before Christmas vacation is acarcely compensated for by the real vaca-



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Concluded in This Issue

tion that such a program makes possible. We suggest the following plans as alternatives to the present plan.

1. The former schedule to be followed, with college opening in September with examinations following Christmas vacation, and the second semester beginning early in February to be concluded in the middle of June. We feel that a real rest at Christmas is essential but impossible unless all papers and quizzes are due before vacation begins in the hope that the three weeks following vacation and preceding examinations may be free from the pressure of extra assignments.

2. A system of tri-mesters, to run from September to Christmas, the middle of January through March, and April through the middle of June. Each tri-mester would be concluded with examinations and followed by a vacation period. We realize the radical nature of this suggestion and would not make it if we did not feel the necessity of some change in the present college calendar.

Reduce Number of Courses

B. The number of courses each year. We recommend the reduction of the number of hours to be completed for graduation to 114 to be distributed in five 6-hour courses for freshmen and sophomores, four 6-hour courses for juniors and seniors. We feel that this reduction in quantity of hours will improve the quality of study and the satisfaction derived through it to the student. We recommend that the hours in the program of the junior year be reduced, for juniors who are taking second and third-grade courses find it necessary to spend more time on their work than the time demanded by the first-grade courses of which programs of freshmen and sophomores are largely composed. In making this recommendation, we have used the "median" figures recorded by the Time Study which indicate that seniors spend 39.7 hours in studying per week, juniors 46., sophomores 48.2, and freshmen 49.1. Seniors thus seem to spend the least time studying, sophomores the most. But sophomores take one more 6-hour course, 2 hours of gym, and a 1-hour course, which makes the total difference between study hours of senior and sophomore 14 hours less than it appears at first. (The figure 14 is the sum of 6 hours of class, 8 hours of preparation on the basis of 2 hours preparation per class hour. When allowance is made for this fact, it becomes evident that seniors study ten hours more per week than sophomores. Our figures are not, of course, as accurate as those of the Time Study; nonetheless, the divergence we mention must be taken into account. We feel that we can refute the statement that seniors study least; but it becomes evident that juniors study most. We have found that in our discussions of the past year and a half, that it is members of the junior class who feel most the tension of which we complained above. This tension is not based on too heavy demands of one course, but on the fact that the time eagerly sought for reflection on the work the student is doing is impossible to find because of the constant interference of the demands of four other courses. We feel, therefore, that in taking only four courses during the junior year the student would be relieved of much of the pressure she feels and would find time to devote to the reflection and thought which render her study significant to her.

V. STUDENT ADVISORS.

The Committee agrees that faculty advisors are essential to a college course: 1. in order that the student's study, both during her college experience and afterwards may have that significance derived from an understanding of the contribution of each course to her development as a liberally educated individual; and 2, in order that her selection of courses may constitute the wisest possible combination of courses in view of the student's interests and talents. The ways in which students are advised now is, we feel, unsatisfactory in several respects. Our criticisms are as follows:

1. The final selection of courses for the freshman year is made before the student comes to college. Although this selection is carefully examined by the freshman dean and changes made which she considers necessary, there are many advantages to the freshman in talking over her course with advisors before the final selection is made in order that the selection may be more thoughtfully considered than is now the case.

2. As long as freshmen live in freshman houses, their acquaintance with upper classmen is limited to their Village Junior and a few friends. The committee believes that upperclassmen, appointed to advise freshmen on academic matters, should be accessible to them. This responsibility has always resided in the Village Junior whose numerous and diverse tasks leave her little time to help her freshmen academically. Academic advice of Village Juniors is sought by freshmen now; sometimes her other duties prevent adquate concentration on academic problems and her advice, under these circumstances, may do great harm.

3. Faculty advisors in freshman houses have a great opportunity through their personal acquaintance and informal association with students to awaken in them a more serious interest in their education. We feel that the cause of their ineffectiveness is that their function is poorly defined.

4. Since it is through her work in her field of concentration that a student's program of study is integrated, the committee believes that thought about her major should begin earlier in the student's course. We feel that conferences with the chairman of the department in which a student plans to concentrate constitute an inadequate opportunity for careful consideration of the selection of courses and of their significance as a unit. It is not our intention that such consideration lead to narrow specialization. We feel, however, that students should be encouraged to think of their college courses as a whole and not as a series of isolated courses which have no meaning in relation to each other.

In the light of these criticisms we have the following suggestions to make.

1. Since some indication is necessary for the College Recorder of the courses which freshmen will enter, we believe that a tentative selection of courses should be made before a freshman comes to college. This selection could be altered after the student's arrival at college when she has had an opportunity to consult with the advisors we will enumerate below. We feel that changes in program should be encouraged more than they are now. We recommend that the phrase "with permission" be deleted from the Catalogue in reference to freshman entrance into introductory courses in such departments as Political Science, Sociology, and Psychology since these courses seem to us to offer to freshmen interesting new fields of inquiry which are not as difficult as the procurement of special permission indicates.

Seniors as Advisors

2. In order that advice on academic questions from upperclassmen may be available to freshmen, we recommend that seniors be appointed to help freshmen in this capacity. Juniors would be given an opportunity to volunteer in the spring semester of their junior year and would be appointed on the basis of recommendations from their class dean, chairman of their department of concentration, and other members of the faculty. These student advisors would be in freshman houses during freshman week, when they would confer with each freshman about her academic schedule and make any suggestions or changes she thinks necessary. Her advice would be by no means final, but we believe that seniors can make many valuable suggestions and can give freshmen an initial impetus to thought about what it is that they hope to achieve in their various courses and in their programs for the year. Student advisors would continue their duties throughout the year, thus relieving the Village Junior of some of hers. A senior would be able to devote her time to freshman "problems," and to introduce into freshman houses some of the real concern felt among upperclassmen about the nature of liberal education.

Faculty Advisors

3. Before the final selection of courses and following her conference with her senior advisor, a freshman should consult with the faculty advisor of her house about her program and any changes which she desires to make. We recommend that there be a faculty advisor for every group of at least

twenty freshmen. This would necessitate two or three advisors in some house, but we believe that a small group of freshmen per advisor is greatly to be desired. Faculty advisors would meet with freshmen throughout the year.

Final changes in freshmen programs would be made through the class dean with whom every freshman would have a conference before the academic year began. There would be, of course, many tentative programs which would remain unchanged. The Committee believes, however, that many incipient freshman problems of an academic nature could be arrested before a freshman embarks upon a program which is too difficult for her, and that this end could be better achieved under the recommended plan of student-faculty advising than is the case at present. We believe, furthermore, that freshmen, seniors and faculty will all profit from the conferences of freshman week and their continued work together during the year.

4. The experience of working out a unified and coherent college course which now begins at the end of sophomore year with the organization of the plan of concentration comes too late in the college course. The Committee therefore recommends that freshmen draw up a tentative plan of concentration in consultation with their faculty advisors and a professor in the department of their interest. There may be some students who will submit two plans, and there may be some who will be unable to submit any. But the Committee feels that thought of college study in terms of mutually contributory courses cannot begin too soon.

Conferences with the chairman and professors in the department of concentration should continue throughout the sophomore and junior years. It seems to us unnecessary to designate the junior year as the year when concentration begins, since it may and should begin whenever a student decides on a department and plan of study. Conferences with faculty members of the department of concentration should help the student to become aware of the relation of the courses within the department and of the relation of her concentrated work to all human inquiry.

VI. EXTRA-CURRICULAR ACTIVITIES AND THE MARKING SYSTEM

A. Extra-Curricular Activities. The Committee believes that extra-curricular activities perform a valuable function in college in providing students with opportunities to assume responsibility in community projects. We believe that extra-curricular responsibility helps the student to learn to work cooperatively with others in pursuing interests beyond the scope of her academic interests. We wish to emphasize, however, that extra-curricular activities should be subordinated in the student's mind to her academic responsibilities, and that college organizations exist for the benefit of the student and not the student for the benefit of the organization.

B. The Marking System. The Committee agrees that marks are a necessary means whereby the student may become aware of the calibre of the work she is doing. We regret the undue emphasis placed on marks in the student's mind, but we feel that in this we are in part the victims of secondary school education where we felt that education was "something" which was to be completed in units for which credit given was a means of measuring successful completion, in part the victims of unfortunate pressure from home, and in part the victims of a cultural pattern which places a premium on measurable success in any field of activity.

We believe that marking should be as objective as possible, since marks indicate the extent of a student's mastery of knowledge and not the extent to which she has worked to her capacity. It is for this reason that the value of marks to a student is relative, for a good mark in a course which was easy means far less to the student than an equally good mark in a course which was difficult. That this is true is unfortunate, but we have been unable to construct any system other than the present one which will provide students with a knowledge of the calibre of her work.

VII. MISCELLANEOUS.

A. The Student Curriculum Committee. Since the work for which the Student Committee on Educational Policy was constituted is completed with the presentation of this report, we recommend that our committee be dissolved and a new Student Curriculum Committee be constituted. We recommend a committee with membership of twelve; 3 seniors, 4 juniors, 4 sophomores, and 1 freshman. These members are to be pointed by College Government with two activity points, the chairman to receive 4. We recommend that the chairman be a senior whose term of office would expire at the time of college elections in the spring. Since the value of continuity in the work of the committee is outweighed by the value of new personnel, we recommend that the committee be dissolved each year and reconstituted with the proviso that the senior chairman would have served at least one year as a committee member. This does not mean, however, that students who have been good contributors to the work of the committee and who are eager to remain as members would not be considered for reappointment.

The principle function of the Student Curriculum Committee would be to carry on a continuous study with frequent discussions of any aspects of the college program in which its members are interested. Until the completion of the work of the Faculty Committee on Long-Term Educational Policy, we suggest that the student committee work closely with them, examining any questions on which they seek student opinion. It is our hope that the committee membership would be of such representative nature that its statements and decisions would be of significance to the college.

B. Lectures and Forums on Educational Policy. Among the duties of the Student Curriculum Committee would be to plan and sponsor at least one lecture per year, preferably a series of lectures, on the subject of liberal education and educational policy, to be delivered by an eminent educator to the college community. We realize that this suggestion entails considerable financial expense; we feel, however, that a reasonable allotment to cover this expense from the administration of the college through College Government will be an expenditure profitable to everyone.

C. The Examination in Reading Knowledge of a Foreign Language. The Committee feels that the examination as given now does not

(Continued on Page 8, Col. 1)

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Report of Inter-Society Council Presents Suggestions, Criticisms

The Intersociety Council in all sincerity and fullest appreciation wishes to present comments, suggestions and plans submitted to them by the Committee on Societies and to present along with the Committee's reports comments on it and further suggestions. These additions, it should be added, were made in a short meeting of only the society presidents and, for lack of time, have not been approved by the society members as a whole nor by the alumnae.

In the final conclusions submitted by the Committee, the Intersociety Council whole-heartedly supports the following recommendations and agreements:

1. That societies be continued.
2. That they provide an unusual opportunity for making new friends, for the development of friendships primarily, and that in some cases, they also furnish intellectual satisfaction and stimulation.
3. That their primary function is a social one.
4. That "cross class relationship" should be maintained.
5. That more emphasis should be made on the responsibility of each member.
6. That traditions should be carried on.

The Intersociety Council also agrees on the following criticisms of the present society system:

1. That everyone who applies cannot "get in."
2. That feelings are hurt by the selective basis for membership.

Council's Objections

To the Junior-Senior Plan submitted by the Committee, the Council has the following objections:

1. It is felt that the Juniors should be able to take an equal part with the Seniors in the society—one of the greatest values is to know Juniors better.
2. It does not seem that a larger group would reduce costs since most of the money is spent on food supplies and maintaining the much used facilities.
3. It is felt that there is an interest value in the program meeting on the present subject matter.
4. A large group in each society would be impractical because of kitchen facilities, room, dishes, guests invited, administration, and because such a group would not be conducive to close society friendships.

The Intersociety Council has the following plan to offer which is based on the above agreements and criticisms and which, it feels, best incorportes all the favorable points.

Suggests New Societies

We suggest that the number of societies be enlarged by two or would be willing, at a small sacri-

Margaret Johnson '45

fice of their privileges, to share houses—that is, have two societies in some houses and perhaps rotate houses each year.

Also included in this plan would be the stipulation that those who apply for any society must be willing to apply for all and list them according to choice. In turn, the societies would list their choices of applicants and the membership would be automatically placed. Those that did not fall automatically would be drawn in rotation by each society.

We feel that this plan would allow:

1. *Everyone to be a Society member who applied* and
2. That *no feelings would be hurt* by the selective basis.

The advantages would be:

1. Each society would be a smaller group.
2. There would be less strain on kitchen facilities at vespers, teas, etc.
3. Alumnae would prefer to keen societies "clubbier."
4. It would be similar to the plan sugested in that more people would use each house but that the group would be divided into two little societies instead of one larger group.

The Council would like to add that we would like to submit these proposals to the society members and to the college at large before definite measures are passed by Senate.

Committee on Societies Presents Proposals for Changing Societies

The Committee on Societies presents herewith to the Inter-Society Council and to the Senate its recommendations for the future organization of societies. These recommendations are based upon a study of the societies' aims, organization, and functions today and of their relation to the college community.

The Committee wishes once again to thank every person who has helped it.

Many persons will undoubtedly not be completely satisfied with the measures that the Committee recommends. It is our belief, however, that, if the recommendations are put into effect, more persons will be benefited than will be discomfited by the plan. To those who object that a plan that does not find wholehearted, enthusiastic support by all will not work, the Committee replies that the plan can and will work if society members and those who join societies are determined that it shall. Societies, like other organizations, will function well in direct proportion to the desires of their members to make them do so.

Another Study

The Committee also recommends that a study similar in scope to the one it has made this year be made when normal peace time college life shall have been resumed. This is not to imply that the plan herein proposed, if adopted, should be considered a temporary measure. But, because the Committee realizes that certain factors are present in the college situation today which are phenomena of wartime, it wishes to provide now for a future re-examination and to leave the door open for changes that might be considered necessary in the future.

The Committee recommends three new societies; that plans be made to build new houses after the war. As a temporary measure until

Mrs. Houghdeling

this could be accomplished the Council feels that society members that societies be continued. It has agreed that they provide an unusual opportunity for the making of new friends and for the development of friendships primarily, and that in some cases, they have also furnished intellectual satisfaction and stimulation. It is the Committee's conclusion that they should therefore be open to as many persons as possible. On the assumption that their primary function is a social one, the Committee sees no basis for excluding candidates for membership other than a strictly non-personal one, such as class rank. The Committee has been convinced (by the all college questionnaire as well as through its discussions with society members) that the "cross class relationship" should be maintained if possible.

Modified Plan

It therefore recommends the adoption of the "All Senior, Part-time Junior Plan" modified in one respect since the questionnaire was issued. (1) Under this plan, any member of the junior and senior class may join a society. Members will be chosen by a method comparable to that used in room drawing. That is, juniors and-or seniors may apply individually for membership in which case the number drawn by the applicant determines her ability to get her first, second, or third choice for society, and so forth.

(1) Namely, to provide that Juniors may be members for the entire year rather than for only the second semester. With the limitations upon the complete participation by Juniors in society functions, this provision would give Juniors and Seniors a chance to know each other better than would the plan formally proposed.

(2) The Committee recommends in this connection that each person applying for membership be required to list all six societies. A person would join for the advantages of joining *a society*, not a particular society, and the great popularity of particular societies would be unlikely. It is the conclusion of the Committee that, with few exeeptions, one will find in a college group chosen by lot a great majority of congenial persons who have interests similar to one's own or in harmony therewith. Groups consisting of not more than three persons may apply together on the highest number in the group. Juniors and non-member Seniors will draw numbers in the fall of the year (after introductory teas) and be admitted to membership shortly thereafter (as is the case today).

Seniors will enjoy all the privileges of membership—teas, vespers—and Juniors will participate in as many functions as the society determines are feasible after a thorough consideration of its facilities and the extent to which they are used. Juniors would be able to use the society houses for social functions at any time at which they were not engaged for regular society activities. The Committee recommends that every Junior member be invited to at least one tea a month (and to one vesper, if that is possible).

It has been objected that societies will lose the sense of continuity that comes from the selection of members and from the various traditions that are theirs today. The Committee sees no objection to the continuance of as many traditional functions as the society desires—pledging, roses, initiation. It has also been convinced that some program of sustained cooperative endeavor should be pursued each year. Such a program of action would, the Committee believes, serve to unify the society. It recommends the continuance of two program meetings a year. On the other hand, it recommends the deletion from each society constitution of the provision that the society denote itself to the consideration of one particular subject. The subject to be considered by a society in any one year should be determined by the society members that year, the Committee believes.

Reduce Dues

Whether or not under the proposed plan societies continue to belong to alumnae and student members and to be financed by them would seem to the Committee to depend upon the wishes of the alumnae and the administration of the college. It is, incidentally, hoped that with the enlarged membership, dues for the individual members could be somewhat reduced.

We should like to conclude our report by emphasizing a point which we think should be emphasized frequently to members and to candidates for membership, namely: that society membership entails definite responsibilities—full use of the opportunity to make new friends, participation in society functions, and maintenance of the house. We suggest that unless a person has the time to be a "good society member," she be urged not to join.

(3) Juniors might sign for the afternoons during the month on which they would be free for tea. (Teas might even be scheduled for more than once a week.) If a junior were unable to go, she might be requested to find a substitute Junior member. Some such scheduling of teas for Juniors might result in a more conscientious attendance by Seniors than has frequently been the case heretofore. A similar scheme for the scheduling of attendance by Juniors at vespers might be used. Special functions for Juniors and Seniors might be planned occasionally.

As the result of the discussion at the recent Senate meeting which considered the recommendations for the future organization of societies made by the Committee on Societies and those made by the Inter-Society Council, it was decided that the college should vote upon specific detailed proposals and plans. The results of this ballot will be used to help the group in whose hands is the final decision.

The ballots, incorporating some questions already asked on the previous questionnaire and some new questions, will be distributed and completed at specially called house meetings in the middle of next week.

College Government, the Inter-Society Council, and the Committee on Societies would like to emphasize to the undergraduate community the importance of being informed on societies before voting, and of coming to the house meetings to vote. If you are interested in societies but don't know much about them, talk with persons who do—with members of societies and non-members—, read the "News" of February 22, and look at the minutes of the Senate meeting of March 16. The "News" clippings and Senate minutes are posted on the C. G. bulletin board outside Room 140 in Green. It is earnestly hoped that a large number of persons will take this opportunity to make known their wishes about societies, and that those who vote will be informed about the issue involved. An intelligent vote is the only one that will be of help!

Goingson at Other Colleges

A Michigan State College girl was more than a little embarrassed when after cutting her lit class, she met her professor in the hall. She explained that some cigarettes had come in at Byrnes's store and even offered to split a package with him. Prof. Smith held out for a whole package.

Almost the entire estate of Miss Julia Rodgers of Baltimore has been bequeathed to Goucher College. As there are no limitations on the way the $500,000 is to be spent, it will probably be used in erecting either a residence hall or library on the Towson campus.

Sophs to Draw For Rooms 3:40 Today in Alum

Sophomores will draw this afternoon at 3:40 in Alumnae Hall for their rooms next year, and room slips will be due the following Monday by 9:00 a. m. in the office of the Dean of Residence. The class of '48 will draw two weeks later, April 19.

Beebe will be the most unusual of the upperclass houses in the year 1945-46. There will be no seniors, but three classes will fill the house, juniors, sophomores, and freshmen, with Mrs. Rhett again as house mother. Dean Lindsay hopes that Beebe can be redecorated in the manner of the other three Quad houses, but this development cannot be definitely determined until later.

There will still be about one hundred doubledeckers scattered over the campus because of the unusually large size of the three upper-classes. In the past three

(Continued on Page 7, Col. 5)

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Miss Smith, on Sabbatical Leave, Works as Nurse in Refugee Camp

Miss Louise P. Smith, former Chairman of the Biblical History Department, is spending an unusunl and interesting sabbatical year working in the Nurses' School of a refugee camp of 12,000 Greeks in Gaza, Palestine. Miss Smith left this country in June 1944 and arrived in Palestine early in September. Although her Nursing Training consists of only one hurried course taken during her last year at Wellesley, she is now in charge of the Nurses' School of the camp. Miss Smith originally intended to join Miss Katherine McElroy, formerly of the Wellesley Biblical History Department, but she will remain in Palestine as long as the nursing shortage continues there. In a series of letters to Mrs. Curtis of the department, she writes of a varied and entertaining life.

Miss Smith describes the camp itself as "a sprawled out place with a mile between the two farthest hospital wards and another two or three miles to headquarters. Con Camp, where most of the non-Greek staff live, is a couple of miles in the other direction with the mess windows and veranda facing toward the Mediterranean." The land is rented from the Arabs but they insist on their right to pasture their beasts there. The result, according to Miss Smith, is quite picturesque if not wholly hygienic. The cows surround the school house every afternoon and the donkeys are everywhere," occasionally showing an interest in the inside of a tent or hospital ward."

Miss Smith deseribes the raids of the Arabs on the hospital wards and tents of the camp. "Last night," she writes in a letter dated October 19, 1944, "the Arabs made off with three pairs of my glasses, some cotton dresses and a pair of sport shoes among other things. One poor girl on night duty lost everything except the clothes on her back."

Of her own work, Miss Smith writes that she is supervisor of the women's surgical ward. In her own words, "This is a job about which I know absolutely nothing but I can hnnd out gauze bandages and speak with the voiee of authority."

In a letter of November 15, she says that the hospital has been without trained workers for a month. According to Miss Smith, the Greek girls who staff the hospital receive only three months of training under Eleutheria Papatbanopolis, the matron. There are usually no more than three graduate nurses. As Miss Smith puts it, "Why all the patients don't die of infection I can't imagine." After Christmas, she was placed In charge of the Nurses' School as a result of tbe departure of two graduate nurses.

According to Miss Smith most of the refugees live by families in tents. The food is cooked in big kitchens and taken to the tents to eat. There are schools, workshops, amusement centers, and Boy Scouts, run partly by Greek and Americau workers.

Miss Smith writes constantly of her eagerness for letters from Wellesley. "Every word from Wellesley is a joy," she says, "one forgets that there is any world except the refugee world and that is one to be endured, not enjoyed. The occasional glimpse of the American Oriental School at Jerusalem is a joy for the same reason, but even there one does not wholly escape from refugees and the military." Miss Smith's address is Greek War Relief, Cairo

WBS On the Air

Thursdny, April 5
7:15—Cnmpus News
7:20—Musical Story: "So You're Going to Boston."
7:45—Treasury Song Parade
8:00—Symphony
Frlday, April 6
7:15—Campus News
7:20—Wellesley Radio Theater
7:45—Treasury Song Parade
8:00—Popular Musie
Monday, April 9
7:15—Campus News
7:20—Vocalist
7:45—Treasury Song Parade
8:00—Symphony
Tuesday, April 10
7:15—Campus News
7:20—Debate on Major Subjects
7:45—Treasury Song Parade
8:00—Symphony
Wednesday, April 11
7:15—Campus News
7:20—Instrumental
7:45—Treasury Song Parade
8:00—Symphony

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Dr. Minear Lectures on Bible Form

"Form criticism is one way of minimizing the astigmatism in the study of the gospel," said Dr. Paul S. Minear, Associate Professor of New Testament Interpretation at Andover Newton Theologieal Seminary in the first of his two leetures on form criticism given at Pendleton, Monday evening, April 2.

Emphasizing the faet that different people read the gospel under different circumstanees and therefore place diverse emphases on the scriptures, Dr. Minear went on to show that by careful study of the origin and form of the passages under scrutiny, the student may come to know their intended interpretation.

Dr. Minear chose his examples from Matthew 6:1-24, because, he stated, these verses seem to have undergone the least editorial revision. This passage, known as the Sermon on the Mount, is, he pointed out, a collection of the sayings of Christ in an easily remembered form. Because their form is so compact and definite, said Dr. Minear, we may see that the whole grew out of oral tradition.

Dr. Minear's second lecture on this subject will be on Monday, April 9, at 7:30 in Pendleton, and will deal with the theological implications of the method of form criticism in the study of the gospels.

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Barn Officers -

(Continued from Page 1)

lyn Wakefield '46; Scenery, Dorothy Proctor '46; Stage Manager, Martha Richardson '46; Publicity, Patricia Michaels '47; Service, Miriam Elder '46; Makeup, Ginger Gauntlett '46; Lighting, Joan Barker '47; Properties, Jane Forsythe '46.

New officers are Jinx Rogers '46, President; Peggy Keeney '47, Vice-President; Jane Parker '48, Secretary; and Ann Robinson '48, Treasurer.

Wellesley Follows GI Progress Via War Bulletin Board in Green

by Jean Jacobsen '46

Three years nnd three months of war has brought many new things to Wellesley. One of them is the nddition of a large bulletin board in the Green Hall lounge. This is no ordinary bulletin board, but a bulletin board of the war.

At the suggestion of Captain McAfee, over a year ago, the Department of Geography has kept the bulletin board full of maps, pictures, and written texts which tell the story of the war.

Through the use of these maps the passer-by may visualize the facts read in the day's newspaper. The maps are large enough to permit finding important cities or areas at a glance and at the same time put them in relation to the whole.

Changing of Maps

Miss Parker stated that there was no specific time set for the changing of tbe maps on the board. "It depends largely on what is happening of importance at the moment," she said. For example, if the European campaign is playing a large part in the news then you will find a European map up.

Occasionally there aro special topics which prove to be interesting as map exhibit material. The most recent subject in this classification is the Yalta conference. With the announcement of conference decisions the Geography Department compiled the information and gave the college a pictorial view of the results. This map showed the boundaries suggested at the conference as well as pre-war divisions.

On the last Pan-American day important shipping lines, air routes and highways reaching across the two Americas were marked on the map. It was accompanied by a text explaining the importance and the growth of these links between the Americas.

As peace discussions increase Miss Parker and her department promise us more maps dealing with subjects discussed and related material.

Problems

To date the greatest difficulty has been obtnining good European maps. Since the war there has been only a limited supply, and maps of Europe printed in Europe are by far the most desirable as they are the most accurate.

Then there is the matter of writing explanations and collecting pictures. Writing explanations takes the most time, a valuable commodity these days. Collecting pictures is a matter of clipping magazines. Some pictures used are obtained from commercial agencies such as Ewing Galloway or Underwood and Underwood.

Keeping the maps up to date is a cooperative project for the entire Geography Department. Whoever has a bit of time does a bit of work. The result gives us the answer to the ever-present question, "Where is Johnny now?"

A.A. Exhibits Indoor Sports

The Department of Hygiene and Physical Education and the Athletic Association will present a demonstration of indoor activities on April 12 at 4 p.m. at Mary Hemenway. The program will include:

Grand March
Demonstration of Body Mechanics
Exhibition Bout of Fencing Techniques
Square and Round Dancing
Demonstration of Modified Reerational Activities
Basketball techniques and completion of interdormitory tournament
Techniques in Modern Dance
Badminton Exhibition

After the exhibition at Mary Hemenway is over, a swimming exhibition will be given in the Reereation Building. This will be followed by the announcement of awards, honorary varsities and the New Heads of Badminton, Basketball, Fencing, Indoor Activities, Modern Dance, Riding, Squash and Swimming.

C.A. Freshman Vespers
Sunday, April 15,
7:30 P. M., Chapel
Little Sisters Bring Big Sisters

Room Drawing -

(Continued from Page 6)

years a combination of circumstances has increased the number of students. Twice as many have applied for admittance, making it much harder to draw the line. A much larger proportion than the college could expect have accepted the offered admission. And finally, there have been far fewer summer withdrawals than in past years.

Beebe will be the only upperclass house to include freshmen, but the class of '49 will take over Dower again and all of the Vil houses except Abbott. Dean Lindsay declared that the Board of Admission is "steeling itself" to cut down the nonpartisan peace which we all It is planned that the class of '49 will have fifty less members than the two preceding classes.

Senior Prom -

(Continued from Page 1)

Groot, Lt. Comdr. John Waters; Jean Clarin, Ens. Bill Orr; Lekha Pandit, Durga Bajpai; Harriet Dicke, Cadet Charles Curtis, U. S. M. A.; Claire Phillips, Lt. George M. Keller, AAF; Christine Curtis, Ens. David M. Teeter; Lenore Lehn, Maurice Baer.

Severance

Elizabeth Slaughter, J. M. Davis; Jessie Foster, Clifford Goodman; Betty Vadner, Donald Tucker; Marian Moore, Gil Smith; Janet Hahn, Harold Spear; Ellin Naumburg, James Gardam; Janet Crooks, Joe Gish; Caryl Krieger, Dr. S. Rosen; Floranne Henderson, Dr. Frank Trobaugh; Betty Shorey, Jack Grasttinger; Cynthia Stewart, William Wood; Virgina Koch, John Ratcliffe; Gloria Levy, Sumner Katz; Eleanor Brown, Virgis Butler; Virginia Spake, A/S John Stoedcle.

Tower

Sabine Jessner, Ens. Dixon F. Hemphill; Ida Lee, Richard Jui; Mary Jane Foster, Peter Wang; Patricia Lauber, David Ipsen; Barbara Ann Smith, Ray Aldern; Margaret Peters, Shelley Acuff; Mary Marehant, Nelson Campbell; Ann Steven, Gilbeur Klein; Elizabeth Schroeder, Lt. Robert Pelgrift; Priscilla Plumb, Lt. Walter Hunnewell; Eunice Stunkard, Pfc. Charles Judd; Hildy Bair, Dick Hornbeck; Doris King, Edwin H. Barton; Polly Schaaf, Roy Greacon; Sue Spencer, Walter B. Spencer; Julie Burnet, Justin A. Fogg.

Munger

Patricia Boland, D. L. Pearson, C Sp.; Jean Edwards, Ens. Martin Slattery; Joan Caughran, Alan Nolan; Lynn Boise, Lt. Frank Berry, USN; Alice Barradale, Bulent Cambel; Martha Hatcher, Sahap Kocatopcu; Helen Marie Bradshaw, Lt. (j.g.) Alexander Alexander, Jr.

Davis

Betsy Scherr, Ensign Rohert M. Hart; Peggy Conroy, Mdn. Tony Susen; Marjorie Webb, Lt. Sam Atkinson, US..; Gabrielle Peters, Lt. Robert Hall, USN; Anne Pettingell, Charles Sattenfield; Helen Marchese, Lt. (j.g.) Norman Hilton, USNR; Marjorie Webb, Lt. Sam Atkinson, USN; Gabrielle Peters, Lt. Robert Hall, USN; Caroline Burrquist, A/S Jack Kane; Betty Ann Metz, A/S Jurrel Burrow; Anne Pettingell, Charles Satterfield.

Pomeroy

Glo Campbell, Lt. Louis Marengo; Ann B. Haffman, Mdn. Robert Lean; Ruth Strang, David Johnson; Jane Aufsesser, Pfc. Marion Grieve; Mary Lyons, Pfc. Robert Hoffman; Mary Aliee McGough, Pfe. Milton Ashley; Margaret Ann Schlegel, John M. Carey; Gloria Buzzell, George Albion; Betty A. Golden, Lt. Mike Gittlen; Alice Bixler, Tom Morgan; Selma Levine, Lt. Jerry Berlin; Dona Chumasero, James R. Johnson; Lepai Robinson, Ivy Durnley; Jonny Russell, Richard Milczanski; Jinx Garcelon, Walt Jones.

A list of Shafer Seniors and their escorts could not be obtained.

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"WINGED VICTORY"
—Also—
Special Short Features
Wednesday
"FIGHTING LADY"
and
"SUNDAY DINNER FOR A SOLDIER"

STAGE

Dinner for 3, with Harry Ellerbe, Miriam Seegar, Stanley Logan. Through April 14 — PLYMOUTH
Marriage is for Single People with Ruth Holden, Bertha Belmore, Otis Bigelow. Through April 14 — WILBUR
Carousel, through April 14 — COLONIAL
Good Night Ladies with "Skeets" Gallagher, John Hubbard, Gloria Humphreys. The surprise comedy hit in several years — SHUBERT

IN PROSPECT

Ibsen's "A Doll's House" with H. B. Warner, Dale Melbourne, Frederick Tozere, Jane Darwell. Opening April 16 for two weeks
"Kiss and Tell" with Vera Tatum, Walter Gilbert, June Dayton. Opening April 16 for two weeks
Ruth Gordon in "Over Twenty-one." Opening April 16 for two weeks
Metropolitan Opera April 5-12
Ballet Russe April 23-28

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Colonial Theatre
NATICK, MASS.
Thurs., Fri., Sat. Apr. 5-6-7
Gregory Peck - Thomas Mitchell
"KEYS OF THE KINGDOM"
Gloria Jean - Alan Curtis
"DESTINY"
Sun., Mon., Tues. Apr. 8-9-10
Hedy Lamarr - Geo. Brent
"EXPERIMENT PERILOUS"
Andrews Sisters
"HER LUCKY NIGHT"
Starts Wednesday, April 11
Humphrey Bogart
Lauren Bucall
'TO HAVE AND HAVE NOT'

CIRCLE THEATRE
Cleveland Circle
LON. 4040 - 4041
Starts Thuraday, April 5 for 7 days
NOW — FIRST TIME AT POPULAR PRICES
FOR WHOM THE BELL TOLLS
Gary Cooper
Ingrid Bergman
Akim Tamiroff
Arturo de Cordova
In Technicolor

Now is the time to get started on that summer tan! HILL AND DALE has the clothes you'll need to do it. Shorts in every size and description and we saw some really darling two piece jersey bathing suits there today. Also, wonder of wonders, rubber bathing caps! Don't wait, they'll soon be gone.

Did you remember Easter with flowers for the family? If not, don't despair. FRASER'S still has their "flowers by wire" service, and the family will appreciate the thought at any time!

April shower season is here again. It's exasperating to have to make a trip to the vil in the rain, we know. But why not call LE BLANC TAXI? They'll take you down and back without letting a drop of water fall on you!

Are you spring house cleaning? It's a good time to start packing your winter clothes away. And while you're in the process, sort out those you won't want next year. CANDLEWICK CABIN will pay you cash on the spot for them!

Summer has arrived! We were suspicious anyway, but all we needed to make it a sure thing was a look at GROSS STRAUSS' collection of beach wear! Play clothes galore. Sailing suits to make your hearts glad, and the most marvelous collection of bathing suits yet. So let's start getting our fill of this wonderful sun!

Don't put your winter clothes away without first having them cleaned! Moths, you know. For a quick job call B. L. KARTT at Wellesley 1217-M—delivery service, too. In four days they'll be back all ready to spend the summer in safety.

Why not get a head start this year instead of waiting till exams loom up before us? Begin packing your things now to send home. And remember, your crating problems are solved if you rely on COLLEGE TAXI CO. They'll do it all and take it off your overly burdened mind!

Brighten up your room this spring! Pictures are the way to do it and there are just a few left in the rental collection at HATHAWAY HOUSE. So hurry before the supply is gone.

Education Report -

(Continued from Page 5)

test reading knowledge of a foreign language, and that it tests skill in translation, cultivation of which is not encouraged in college courses where thought in the language is encouraged. We regret that juniors and seniors who have passed language courses in college are not considered to be of diploma grade standing until they have passed this examination. For these reasons, we would like to have a redefinition of the purpose of the examination.

D. Admission to Courses Without Stated Pre-requisite. Many second and third grade courses are available only to students who have met specific prerequisite requirements. We believe that students who want to elect these courses but who do not have the stated prerequisites should be allowed to enter the course. This will mean a conference with the instructor and may necessitate a moderate program of vacation reading, but this the students would be more than willing to do.

First Sing Fixes Tone For Season

The first step-singing was held on the Chapel steps Tuesday evening April 3. According to Hildie Bair, '45, college song leader, it set the tone for the other step-singings of the year. Because of crowded schedules and extra-curricular activities step-singing will be only once a week. In case of rain, however, the Tuesday night program will be postponed until Friday of the same week.

The class song leaders, Hildie Bair, '45, Barbara Chapline, 46, Mimi McQuiston, '47, and Mary Snelling, '48, have decided that the variety programs should be continued this semester with emphasis on popular favorites and traditional Wellesley songs. "We're not going to let syncopation and jazz faze us," promised Hildie.

Special features for the step-singing of April 10 will be the announcement of Senior class officers and the presentation of the '46 marching song. For April 17 Hildie hopes to have the Harvard Medical School Octet. The Octet, practically a Wellesley tradition now, is well remembered for its performance last fall. The last step-singing, April 24, will follow the college tradition with the farewell song of the seniors and the "moving up" ceremony.

Typewritten programs will be distributed each time. Hildie will welcome new songs or song requests.

Free Press Medical Treatment -

(Continued from Page 2)

doctors take particular care to divulge the least possible information to the student concerning her physical condition. I, personally, and I know my opinion is widely shared, am very resentful of this attitude. After all, the obvious reason for giving medical examinations at all is to protect and insure the health of the student body, and surely there is no other factor of greater importance in the securing of healthy individuals than knowledge of one's physical condition. But the examinations are conducted as though all results are secrets of the staff to be zealously guarded and hidden.

Personally, I feel that the staff is competent, sincere in its efforts, and above all has the welfare of the college as its prime consideration, and I think most of the students would agree. But still the fact remains that there is not a great deal of confidence on the part of the student body in the Infirmary, and it must be agreed that it is difficult to retain confidence from a rational and adult point of view when one is treated like a ten-year-old. Certainly no one would expect or desire that it should be revealed to a person deathly ill that inside a week he will be in his grave. The power of judgment must be exercised; that is a doctor's job, and no one in his right mind would ever resent it. But it does seem ridiculous to make a studied effort to keep the knowledge of the amount of temperature she has from a student in the Infirmary with a sore throat, and I do feel that the students' views toward the Infirmary are in large measure due to this esoteric attitude of the medical staff.

It would stand to reason that a person of college age is fully competent to understand her physical status, and she is entitled to receive the information honestly and frankly. No less treatment would be accorded her should she visit her family physician or any other doctor, and when she willingly submits herself to an examination for the good of the college community it would seem that her mentality and the adult outlook toward which she is being educated her to receive like consideration here.

'46

Workshop Will Present Series Of Short Plays

Tomorrow night four plays, the first in this year's series directed by Theater Workship students and acted by Barn members, will be presented to Speech students and members of Barn. Cynthia Stewart '45, will direct a Welsh farce, Mary Lee '45, a drama, and Janet McMasters '46, a melodrama, while a Negro comedy will be presented under the direction of Patty Knapp, '45.

Next Friday, April 13, three more plays—a comedy, a drama, and a romantic comedy under the direction of Nicki Passburg '46, Emily Emery, and Marie Bransfield '46, respectively—will be given, and on April 20 the series will be concluded.

Another play to be presented next week on April 11, will be a long one-act play, "Polly Honeycomb," directed by Dee Stempf '45, also a Theater Workshop student. This play is not a part of the regular series, but will be given for the course in the novel under Miss Helen Sard Hughes.

Miss McDowell Shows Principles of Radio

Miss Louise S. McDowell, chairman of the Department of Physics, illustrated principles and practical applications of the transmission of sound by radio in a lecture in Pendleton Hall, Friday, March 30.

Comparing the microphone to the mouthpiece of a telephone, and the loudspeaker to a magnified telephone receiver, Miss McDowell demonstrated the necessity of modulation and described, with diagrams, the necessary parts of a radio transmitter. An Erpi classroom film was shown to simplify the discussion, and Miss McDowell concluded the lecture with an explanation of how radio waves travel.

The Graduate Record Examination is being given at Wellesley College on Saturday afternoon, April 21, and Saturday afternoon, April 28. If any student wishes to take this examination she should apply for further information to Miss Kathleen Elliott, Examiner, 245 Green Hall. A statement about it is now posted on the Senior Bulletin Board.

Choir and Glee Club Concert -

(Continued from Page 1)

rus from Testament of Freedom," and the Italian Madrigals.

A "warm-up" rehearsal of the Wellesley Choir and the Harvard Glee Club was held at Wellesley yesterday afternoon. Following the rehearsal, members of the Wellesley choir entertained the Harvard Glee Club at a dinner at Agora.

Mr. McAndrew Describes Mexican Architecture

John McAndrew, visiting lecturer in Art at Wellesley, spoke on "Spanish Colonial Architecture" Tuesday, April 3 in the Art Lecture Room. Mr. McAndrew's subject, Gothic churches of the 16th century in Mexico, represents, according to the Art Department, an unusual development in architectural history known only to a few authorities.

Mr. McAndrew revealed that these Gothic churches of Mexico were built by Spanish monks who came to Mexico to convert the Indians. For the first thirty years there were no architects among the monks. These men had only their memories of Spanish churches and unskilled Indian labor, yet they produced remarkable replicas of the monasteries and vaulted churches which they had known in Europe. The native architecture was so different from the Gothic that there was no assimilation or adaptation. Excellent examples, of pure Gothic style resulted, Mr. McAndrew stated.

The problems of the Franciscan monks, Mr. McAndrew continued, were numerous. The labor at their disposal was unsuited for their work. When the vaults were completed the Indians refused to remove the temporary wood base. They would not believe that a stone roof would stand. They would not walk beneath the vaults after the wood had been removed.

Mr. McAndrew pointed out that Mexico had a period of cultural development in the 16th and 17th centuries unsurpassed in this country until after the Revolutionary War. Today even the priests in these early churches do not realize that the structures are of 16th century origin.

Early church records were Mr. McAndrew's only source of information in many cases. One such record was a manuscript dated 1586 from Yucatan. He has spent three years searching for bidden, long-forgotten examples of this early architecture.

Mr. McAndrew stressed the large amount of construction done in this period. It is known that over 20,000 religious buildings were erected in the 16th, 17th and 18th centuries. One chain of 16th century monasteries, 45 in all, stretched from Mexico City to Guatemala City. Of these about 15 are known to exist, 15 to have disappeared, and of the remainder nothing is known. Mr. McAndrew plans to investigate this chain this summer.

Mr. McAndrew has nearly completed a book on the history and development of Mexican architecture from 1521 to 1821. He has been curator of architecture at the Museum of Modern Art in New York City, visiting lecturer at New York University and at the University of Mexico, and has written several books and numerous articles.

SYMPHONY PROGRAM
Friday Afternoon, April 6, 1945
at 2:30 o'clock
Saturday Evening, April 7, 1945
at 8:30 o'clock
BOSTON SYMPHONY ORCHESTRA
Serge Koussevitsky, Conductor
PROGRAMME

Thompson.....''The Testament of Freedom'' for Men's Voices with Orchestra
I. Largo
II. Lento sostenuto
III. Alla Maroia
IV. Lento tranquillo
Harvard Glee Club
G. Wallace Woodworth, Conductor
(First Performance in Boston)
— Intermission —

Shostakoviteh
Symphony No. 8, Op. 65
I. Adagio
II. Allegretto
III. Allegro non troppo
IV. Largo
V. Allegretto

Goings on at Other Colleges ....

From ACP (Associated Collegiate Press)

Returning from a veterinary convention, an Iowa State veterinary student came bearing a gift for his true love. It was an emaciated little toy dog with crooked legs and a soulful expression. Tied around its neck was the message, "This dog needs a vet as bad as you do I hope."

NEW WILMINGTON, PA. The modern ideal secretary is not only an expert at typing and shorthand, but she also knows how to make the most of her beauty and brains.

"An ideal secretary is one who keeps up with her employer's mail, appointments, and anniversaries; brushes off bores, time-wasters and crackpots; filters telephone calls, follows up on important assignments or contracts, and becomes an almost indispensable business machine."

Perry regrets the omission of the punch line of the tale of the screaming Wellesley student at "The Barretts who disturbed a quiet clinch with "But where are the opera glasses?" Perry has since learned that a story without a p.l. is often funnier than when complete.

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The Vermont Store
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It is nothing very fancy but it is unusual and adheres strictly to its policy of selling products of Vermont only.

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Sweetie Pie in Black, Brown and Red Gabardine.